DOCUMENT RESUME

ED 134 975 CS 003 251

TITLE	Project GLAD (Goal: Language Arts Development) Report.
INSTITUTION	Cherokee Unified School District 247, Kans.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 77
NOTE	57p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *Communication Skills; *Composition Skills (Literary); Curriculum; *Curriculum Development; Curriculum Planning; Elementary Education; Language Development; *Program Content; *Reading Comprehension

ABSTRACT

This communication skills program for kindergarten through eighth grade emphasizes oral language development and concept formation as the foundations of reading comprehension and written communication skills. Program development and implementation are discussed, including preliminary planning, inservice training, pilot program, parent and community involvement, and personnel requirements. Process and performance objectives are listed. Curriculum methods, content, and materials and equipment are discussed; and evaluation methods and results are included. (LL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134975

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project GLAD Report

January, 1977

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Cherokee Unified School District

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Unified School District #247

Cherokee, Kansas 66724

John D. Watson, Superintendent

Kathy Carr, Project Director

CS 003 251

Project GLAD

Abstract

A communication skills program which emphasized oral language development and concept formation as the foundation of reading comprehension and written communication skills for elementary students produced significant growth on achievement tests after one year of the program. For example, 49 per cent more fourth grade students scored in the top quartile (76 to 99 percentile range) on the reading subtest of the Metropolitan Achievement Test than in the past five years. This was 68 per cent more than would be expected on national norms. Accordingly, the number of students scoring in the bottom, quartile (1-25 percentile range) was 70 per cent fewer than would be expected based on the performance for fourth graders in the district over the past five years. This was 65 per cent fewer than the national norms indicate. Similar gains were shown by fifth grade students who participated in the pilot program for fourth and fifth grade (approximately 150 students).

Following the pilot program the Project GLAD curriculum was extended to kindergarten through the eighth grade. Performance objectives for each level were identified in the areas of listening skills, vocabulary-concept development, oral language development, reading, writing and affective development.

Concrete experiences helped students classify and verbalize concepts. Small group projects provided real reasons to exchange ideas. The program sought to build students' confidence in their ability to use language effectively.

Children's literature and drama became a major component of the Curriculum and often the stories were rewritten by students

and bound in their own personal books.

Materials needed for the project were children's literature anthologies and trade books, audio visual materials, especially recordings, cassette players and listening centers, and typewriters with large type.

The program was conducted by regular classroom teachers with part-time teacher-aides, a school psychologist, speech pathologist, and a project director.

In-service training for teachers was conducted by project staff and outside consultants during summer workshops and released time during the school year.

Contents

Page

Abstract

Program Development and Implementation - - - - - - - - - 1

Preliminary Planning - - - - - - - - - - - - - - - - - 1
Inservice Training - - - - - - - - - - - - - - - - - - 2
Pilot Program - 2
Parent-Community Involvement - - - - - - - - - - - - - 2
Personnel Requirements - - - - - - - - - - - - - - - - 3

Objectives - 3

Process Objectives - - - - - - - - - - - - - - - - - - 3
Performance Objectives - - - - - - - - - - - - - - - - 5

Curriculum Content - 25

Method - 25
Content - 25
Materials and Equipment - - - - - - - - - - - - - - - - 27

Evaluation - 29

Table 1 Fourth Grade - - - - - - - - - - - - - - - - - 32
Table 2 Fifth Grade - - - - - - - - - - - - - - - - - - 33

Bibliography - 34

The Language Arts Road to Reading Comprehension

Project GLAD (Goal: Language Arts Development), a Title IV-C (Formerly ESEA Title III) program. For more information contact Kathy Carr, Director, Cherokee Unified School District #247, Cherokee, Kansas 66724, telephone 315-457-8301, or Philip S. Thomas, Director, Innovative-Exemplary Programs Section, Kansas State Department of Education, 120 E. Tenth Street, Topeka, Kansas 66612.

SUMMARY

Evaluating information, making inferences, drawing conclusions, predicting outcomes--all of the skills we have identified as reading comprehension--are, in fact, thinking skills necessary for understanding the spoken language. A program designed to saturate the child with language experiences--listening, thinking, speaking, writing, poetry, drama, discussion, as well as reading--is proposed for improving reading comprehension. The curriculum for kindergarten through eighth grade seeks to build the student's confidence in his ability to use language effectively by providing real reasons to communicate in all subject areas.

PROGRAM DEVELOPMENT and IMPLEMENTATION

Preliminary Planning

More than 300 parents, students, teachers and community members participated in a district-wide Needs Study using an instrument developed by Phi Delta Kappa. This group ranked "Develop skills in reading, writing, speaking and listening" as the number one need in the school system.

A Title III proposal was submitted following a review of the literature and consultation with language arts specialists at the college level and from the State Department of Education (see Bibliography). Local teachers were also involved in the development of performance objectives for students. A design for evaluation of the project was included with the proposal, which was approved by the local Board of Education and the State Department of Education.

In-Service Training

In-service training for teachers was a major component of the program, beginning with an orientation workshop and continuing throughout the three-year project. Both outside consultants and local facilitators assisted with the training which included one-week summer workshops and monthly meetings after school. Teachers were paid for attendance. In addition, teachers received released time twice a month for an hour conference with the project director. Two substitute teachers freed two teachers at a time for these conferences. On-line planning with teachers, demonstrations of techniques and materials, and monitoring of the project were conducted through this system.

Pilot Program to Full Implementation

The first year a pilot program involving only eight teachers was conducted in the fourth and fifth grades. Revisions and plans for adapting the program to kindergarten through eighth grade the second year were based on the pilot program.

Parent-Community Involvement

Newsletters, parent teas and a Community Advisory Council served to keep parents informed of the progress of the project. Local news media and slide-tape presentations to local organizations served this function, as well.

During the second year of the Community Advisory Council increased their involvement with the project by operating a materials collection center in the basement of a local school. Recyclable materials such as cardboard, plastic bottles and wood and fabric scraps were collected to assist the teachers in making teaching aids.

Eight paid paraprofessionals, many of them parents, were hired from the local community to assist students in making games, typing, and binding student-made books, which allowed some community members to identify with the project.

Personnel Requirements

The personnel needed to implement the program in a school system of approximately 800 elementary students were the following:

Project Director
Secretary-Bookkeeper
School Psychologist
Speech and Language Clinician
Eight paraprofessionals
Regular classroom teachers

OBJECTIVES

In the sections that follow are specified the process and summative performance objectives for the 1976-1977 implementation of Project GLAD. The process objectives specify those elements of staff behavior necessary to insure implementation and operation of GLAD throughout the year. Performance objectives specify operational statements of planned student change as a result of their GLAD experience.

Process Objectives

Unless otherwise specified, the evidence that will document process objectives is to be maintained in project files.

Director

1. Submit necessary reports to the Title IV agency
2. Define the roles of project staff
3. Supervise overall project operation
4. Coordinate and conduct project dissemination (pamphlets, audio-visuals, flyers, newspaper releases, etc.)
5. Conduct inservice training of teachers
6. Prepare program materials, guides and syllabi
7. Online planning with teachers and staff
8. Assist with project evaluation
9. Supervise and coordinate activities of support personnel
10. Bring together the community advisory council and keep them informed of project progress.
11. Act as a liaison between project GLAD and the Board of Education and District Administrative staff.

Support Personnel (School Psychologist and Speech Clinician)

1. Diagnosis of language and learning problems for students in Grades K through 8.
2. Prescriptive learning assistance to meet learner needs.
3. Conferences with students, teachers and parents.
4. Assist with the inservice training of teachers.
5. Conduct a school readiness screening for pre-kindergarteners.

Project Teachers

1. Teaching through a student-interaction learning model, utilizing concrete learning experiences.

   Measurement: Classroom observation rating form, and self-report feedback from teachers.

2. Providing instruction for varying levels of student development from below grade level to advanced activities.

   Measurement: Availability of multilevel activities written on cards

3. Integration of language-learning activities with other subjects in the curriculum. Measurement: Teacher lesson plans, classroom observation.

4. Monitoring student progress, record-keeping and conferences with students and parents.

   Measurement: Activity logs.

5. Use of paraprofessionals reflecting planning and efficiency.

   Measurement: Classroom observation.

6. Utilizing resources - Library, Audio-visual, etc.

   Measurement: Classroom activities and products.

7. Utilization of support personnel through consultation.

   Measurement: Support personnel logs.

8. Fostering good public relations.

   Measurement: Reports from parents on visiting days.

Performance Objectives

The performance objectives for year 2 of Project GLAD follow. They are arranged in the following order:

I. Grades K through 3

   A. Vocabulary - concept outcomes

   B. Listening outcomes

   C. Oral language outcomes

D. Reading outcomes

E. Writing outcomes

II. Grades 4 and 5

A. Vocabulary - concept outcomes

B. Listening skill outcomes

C. Oral language outcomes

D. Reading skill outcomes

E. Writing outcomes

III. Grades 6 through 8

A. Listening skill outcomes

B. Oral Language outcomes

C. Reading and locating information skills

D. Writing outcomes

IV. Grades K through 8

A. Affective outcomes

LANGUAGE COMPETENCIES - PERFORMANCE OBJECTIVES

VOCABULARY - CONCEPT OUTCOMES GRADES K through 3

	OBJECTIVES	CRITERION BY GRADE	MEASURING DEVICE
1.	Students will demonstrate concepts of space, quantity and time as they relate to Language Acquisition.	Grades: K-2 Pre-posttesting P .05	Boehm Test of Basic Concepts
2.	Given a list of words and a list of their categories, students will be able to write each word within its proper category heading.	Grades: 2 & 3 Pre-posttesting P .05	10X Test 5: Pre-outlining skills, categorizing words.
3.	Students will be able to group stimuli on the basis of their physical attributes and properties.	Grades: 1 & 2 Pre-posttesting P .05	10X Test 1: Finding common attributes.
4.	Students will be able to arrange events in their proper temporal sequence.	Grades: 1-3 Pre-posttesting P .05	Gr. 1 & 2:10X Test 1: Determining temporal sequence. Gr. 3:10X Test 2: Ordering events and sequence.
5.	Students' word knowledge and vocabulary will be at or above grade level as indicated by performance on a standardized test.	Grades: 2-3 Chi square analysis using local and national standards as expected frequency.	Word knowledge subtest of Metropolitan Language Arts Achievement Test.

LISTENING OUTCOMES: GRADES K through 3

OBJECTIVES	CRITERION BY GRADE	MEASURING INSTRUMENT
1. Students will be able to listen to a short story without interrupting or losing interest.	Posttest only K - 80% 1-3 - 90%	Observations based on teacher in-class evaluations using project developed checklist. *
2. Students will be able to recognize common sounds in their environment with 75% accuracy	Posttest only K - 75% 1-3 - 90%	Performance as measured by the Developmental Learning Materials Auditory Discrimination Test.
3. Students will be able to accurately state the number of times a ball is bounced behind them (up to five bounces)	Posttest only K - 80% 1 - 90%	Observations based on teacher in-class evaluations using project developed checklist. *
4. Student will be able to complete tasks given oral directions, appropriate for their grade level, involving three steps.	Posttest only K - 80% 1-3 - 90%	Observations based on teacher in-class evaluations using project developed checklist. *
5. Having listened to a passage, at the appropriate grade level, students will be able to: A. Identify the central theme. B. Recall three events in proper sequence. C. Make inferences and predict outcomes.	All grades Pre-posttesting P .05	Diagnostic Reading Scales, G. D. Spache, (1963).

LISTENING OUTCOMES: GRADES K through 3 cont.

OBJECTIVES	CRITERION BY GRADE	MEASURING INSTRUMENT
6. Given oral stimuli students will accurately (80%) identify rhyming words.	Posttest only K - 75% 1 - 90% 2 - 90%	Observations based on teacher in-class evaluations using project developed checklist.*
7. Given the oral stimulus students will accurately (80%) identify the word endings: s, ed, and ing.	Posttest only 1 - 80% 2 - 90% 3 - 90%	Observations based on teacher in-class evaluations using project developed checklist. *

---

* As discussed in the text, observations and ratings are to be completed monthly by teachers. The specific behavior will be considered achieved by the student when performance is rated satisfactory by the classroom teacher. This procedure will be used with all objectives to follow that are marked with an asterisk (*).

ORAL LANGUAGE OUTCOMES: GRADES K through 3

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
1. Express rhythm, tempo, and mood through unrestricted whole body movement.	Posttest only K - 60% 1 - 80% 2-3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
2. Pantomime as a group actions to a story read to the class	Posttest only K - 80% 1 - 85% 2-3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
3. Given a minimal plot, pantomime actions in small groups or solo.	Posttest only K - 75% 1 - 80% 2-3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
4. Recite five nursery rhymes and/or poems in a group.	Posttest only K - 80% 1-3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
5. Recite nursery rhymes and/or poems individually	Posttest only K - 60% 1 - 80% 2-3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
6. Act out nursery rhymes and familiar stories generating their own dialogue.	Posttest only 1 - 80% 2 - 85% 3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *

ORAL LANGUAGE OUTCOMES: GRADES K through 3 cont.

OBJECTIVES	CRITERION BY GRADE	MEASURING INSTRUMENT
7. Present items for show & tell using at least two complete sentences in their descriptions.	Posttest only K - 60% 1 - 75% 2-3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
8. Participate in discussions listening to others and confining contributions to the topic.	Posttest only 1 - 70% 2 - 80% 3 - 90%	Observations based on teacher in-class evaluations using a project developed checklist. *
9. Evidence proper use of pronouns in oral language.	Posttest only K - 80% 1 - 85% 2 - 90% 3 - 95%	Evaluation by a certified speech pathologist.
10. Speak in complete sentences using English form with agreement between subject and verb.	Posttest only 1 - 60% 2 - 65% 3 - 70%	Evaluation by a certified speech pathologist.
11. Read orally with expression and phrasing, a passage on a level they can read silently.	Posttest only 2 - 70% 3 - 80%	Observations based on teacher in-class evaluations using a project developed checklist. *
12. Articulate the basic speech sounds.	Posttest only K - 60% 1 - 70% 2 - 80% 3 - 90%	Evaluation by a certified speech pathologist.

READING OUTCOMES: GRADES K through 3

OBJECTIVES	CRITERION BY GRADE	MEASURING INSTRUMENT
1. Reading comprehension scores of GLAD students will exceed the distribution of scores obtained in past years by district students.	Pre-posttesting Grades 2-3 P .05 Chi square comparison to local and national norms	Appropriate subtests of the MAT by grade level: Reading (2-3) Spelling (2-3) Language (3)

WRITING OUTCOMES: GRADES K through 3

1. Students will be able to write brief original stories having organization and sequence.	Posttesting only 1 - 60% 2 - 80% 3 - 90%	Evaluated by satisfactory ratings of classroom teachers from appropriate class exercises using project devised checklist. *
2. Students' writing will follow the rules of capitalization punctuation.	Pre-posttesting P .05 Grades 2-3	10X Text 1: Capitalization and punctuation.
3. Students will be able to alphabetize words to the: A. first letter B. second letter C. third letter	Posttest only Gr: 1 - 80% Gr: 2 - 60% (B,C) Pre-posttesting P .05 Gr: 3 (B,C)	Grade 1: 10X Test 1: Alphabetizing II, Beginning Grades 2 3: 10X Test 2: Alphabetizing, Advanced.
4. Students will be able to write a simple letter which includes the greeting, body, and closing.	Posttest only 3 - 80%	Ratings of satisfactory by classroom teachers using project devised checklist. *

WRITING OUTCOMES: GRADES K through 3 cont.

OBJECTIVES	CRITERION BY GRADE	MEASURING INSTRUMENT
5. Students will be able to transcribe a simple sentence from dictation that is taken from their spelling text.	Posttesting only 2 - 75% 3 - 80%	Ratings of skill by the classroom teacher using behavior checklist. *

VOCABULARY - CONCEPT: GRADES 4 and 5

OBJECTIVES	CRITERION BY LEVEL	MEASURING INSTRUMENT
1. Students will demonstrate knowledge of relationships by accurately grouping picture representations into their appropriate classes.	Pre-posttesting P .05 Grades 4-5 ANOVA using a comparison group	Sigel Cognitive Styles Test, The Merrill-Palmer Institute, 1970.
2. Students will demonstrate knowledge of descriptive relationships by accurately pairing picture presentations on the basis of physical attributes.	Pre-posttesting P .05 Grades 4-5 ANOVA using a comparison group	Sigel Cognitive Styles Test, The Merrill-Palmer Institute, 1970.
3. Students will be able to categorize picture presentations on the basis of contextual relationships, i.e., a family scene, (alcohol comes from wood, etc.)	Pre-posttesting P .05 Grades 4-5 ANOVA using a comparison group	Sigel Cognitive Styles Test, The Merrill-Palmer Institute, 1970.
4. Students' word knowledge and vocabulary will be at or above grade level as indicated by performance on a standardized test.	Pre-posttesting P .05 Grades 4-5 Chi square analysis using derived expected frequencies	Word knowledge subtest from the MAT.

14

LISTENING SKILL OUTCOMES: GRADES 4 and 5

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
Students will be able to:		
1. Identify the central theme and associated supportive items from material that has been listened to in oral passages.	Pre-posttesting All grades P .05	Diagnostic Reading-scales, G.D. Spache, 1963.
2. Make inferences and predict outcomes from what has been listened to in oral passages at the appropriate grade level.	Pre-posttesting All grades P .05	Diagnostic Reading--scales, G.D. Spache, 1963.
3. Distinguish opinion from fact, propaganda or inaccuracy from objective information in material heard.	Posttest only 4 - 55% 5 - 60%	Project developed instrument administered at the end of school year.

ORAL LANGUAGE OUTCOMES: GRADES 4 and 5

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
1. Students will be able to present an individual report on a chosen topic which has three points organized by chronology or comparitive degree.	Posttest only 4 - 70% 5 - 75%	Observations and rating based on teacher in-class evaluations using a project developed checklist. *
2. When participating in class discussions, students will be able to confine their contributions to the topic or purpose at hand.	Posttest only 4 - 55% 5 - 60%	Observations and ratings based on teacher in-class evaluations using a project developed checklist. *
3. Students will be able to present an opposite point of view using supporting evidence.	Posttest only 4 - 65% 5 - 75%	Observations and ratings based on teacher in-class evaluations using a project developed checklist. *
4. Student oral language will show proper use of pronouns.	Posttest only 4 - 60% 5 - 60%	ITPA Grammatic Closure.
5. Oral language of the student will evidence the proper agreement between subject and verb.	Posttest only Grades 4-5 - 65%	ITPA Grammatic Closure Modified.
6. Given a condensed story plot, students will enact a scene improvising dialogue, remaining "in character" during the entire presentation.	Posttest only 4 - 80% 5 - 85%	Observations and ratings based on teacher in-class evaluations using a project developed checklist. *
7. Read orally with phrasing and punctuation a passage on the level they can read silently.	Posttest only 4 - 75% 5 - 80%	Observations and ratings based on teacher in-class evaluations using a project developed checklist. *

READING SKILL OUTCOMES: GRADES 4 and 5

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
1. Having identified an irrelevant or an unsound item within a brief passage, the student will be able to provide a reason(s) for the choice.	Pre-posttesting Grade 5 P .05	10X Test 11: Paragraphs, irrelevant sentences.
2. Students will be able to point out an application, generalization or metaphorical interpretation that has more than one level of understanding.	Posttesting only 4 - 70% 5 - 80%	Selected items from NAEP released exercises in reading.
3. Student will be able to explain the vocabulary used in feature stories printed for the general public.	Posttesting only 4 - 60% 5 - 75%	Selected items from NAEP released exercises in reading.
4. The student will be able to use dictionary guide words by accurately selecting words that would be included between two given guide words.	Pre-posttesting P .05 Grades 4-5	10X Text 6: Guide words.
5. Reading comprehension scores of GLAD students will exceed the distribution of scores obtained in past years by district students.	Pre-posttesting Grades 4-5 P .05 Chi square comparison to local and national norms.	Appropriate subtests of the MAT for each grade level in the Language Arts Battery.

WRITING OUTCOMES: GRADES 4 and 5

	OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
1.	Students will be able to alphabetize words correctly to the third letter.	Pre-posttesting P .05 Grades 4-5	10X Test 2: Alphabetizing, Advanced.
2.	Students will be able to distinguish among complete sentences, incomplete sentences and run-on sentences.	Pre-posttesting P .05 Grades 4-5	10X Test 5: Complete Sentences, Syntax.
3.	Students will be able to arrange scrambled sentences into appropriate syntax.	Pre-posttesting P .05 Grades 4-5	10X Test 2: Logical Word Order, Syntax.
4.	Students will follow the rules of capitalization and punctuation.	Pre-posttesting P .05 Grades 4-5	10X Test 4: Capitalization and Punctuation: Quotations.
5.	Students will be able to transscribe a simple sentence from dictation that is taken from their spelling text.	Posttest only 4 - 80% 5 - 85%	Evaluation by the classroom teacher on rating checklist.*
6.	Students will use commas to separate words in a series.	Pre-posttesting P .05 Grades 4-5	10X Test 8: Using Commas.
7.	Students will be able to write a simple story arranged in a proper sequence of events.	Posttest only 4 - 80% 5 - 85%	Rating by teachers of student performance on in-class examinations.
8.	Students will be able to write a simple sentence wherein there agreement between subject and predicate.	Posttest only 4 - 80% 5 - 85%	Ratings by teachers based on student writing samples.

LISTENING SKILL OUTCOMES: GRADES 6 through 8

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
Students will be able to:		
1. Identify the central theme and associated supportive items from material at the appropriate grade that have been listened to.	Pre-posttesting P .05 All grades	Diagnostic Reading-scales, G.D. Spache, 1963.
2. Make inferences and predict outcomes from what has been listened to in oral passages at the appropriate grade level.	Pre-posttesting P .05 All grades	Diagnostic Reading-scales, G.D. Spache, 1963.
3. Distinguish opinion from fact, propaganda or inaccuracy from objective information typically found in the public news media.	Posttest only 6 - 65% 7 - 75% 8 - 85%	Project developed instrument.

ORAL LANGUAGE OUTCOMES: GRADES 6 through 8

OBJECTIVES	CRITERION BY GRADE	MEASURING INSTRUMENT
The student will be able to:		
1. Read aloud material which they can read silently with expression, observing phrasing and punctuation.	Posttest only 6 - 65% 7 - 70% 8 - 75%	Observation and rating of student performance by teachers using evaluative checklist. *
2. Particiapate in group and/or panel discussions: A. Confining contributions to B. Presenting supporting evidence C. Participating according to the proper procedure for the activity.	Posttest only 6 - 80% (A,B,C) 7 - 80% (A,B,C) 8 - 80% (A,B,C)	Observation and rating of student performance by teachers using evaluative checklist. *
3. From a condensed story plot they are to enact a scene improvising dialogue while remaining "in character."	Posttest only 6 - 80% 7 - 80% 8 - 80%	Observation and rating of student performance by teachers using evaluative checklist. *
4. Make a class presentation in which he/she clearly explains or demonstrates an object or chart.	Posttest only 6 - 85% 7 - 85% 8 - 85%	Observation and rating of student performance by teachers using evaluative checklist. *
5. Give an oral report having at least 3 points organized by chronology or comparative degree.	Posttest only 6 - 85% 7 - 85% 8 - 85%	Observation and rating of student performance by teachers using evaluative checklist. *
6. Oral language will evidence A. proper use of pronouns B. agreement between subject and predicate	Posttest only 6 - 60% 7 - 60% 8 - 60%	Interviews with samples of students at each level conducted by project staff. Interviews will be taped and then rated.

READING AND LOCATING INFORMATION SKILLS: GRADES 6 through 8

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
1. From material they have read: A. identify the central theme B. draw inferences C. discriminate fact from opinion	Pre-posttesting All grades P .05 Chi square analysis on derived expected values	Appropriate subtests from the MAT.
2. Identify figurative language and metaphorical interpretations from material that has been read.	Pre-posttesting All grades P .05 ANOVA using a comparison group	10X Text 3: Personification metaphor, and simile.
3. Demonstrate ability to use: A. encyclopedia B. dictionary C. almanac D. card catalog E. Reader's Guide to Periodical Literature	Pre-posttesting All grades P .05 Chi square analysis on derived expected values	Appropriate items from the MAT.
4. Student Language skills will equal or exceed score distributions of previous students in the district on tasks of: A. word knowledge B. language C. spelling	Pre-posttesting All grades P .05 Chi square analysis on derived expected values	Appropriate subtests from the MAT advanced Language Arts Battery.

WRITING OUTCOMES: GRADES 6 through 8

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
The student will be able to:		
1. Write sentences that express a single idea in a clear, direct and concise manner.	Posttesting only 6 - 70% 7 - 75% 8 - 80%	Collection and evaluation of student writing samples to be evaluated by project staff. Writing samples to be collected at the end of year from samples of students.
2. Construct a paragraph with a topic sentence and supportive development.	Posttesting only 6 - 65% 7 - 70% 8 - 75%	Collection and evaluation of student writing samples to be evaluated by project staff. Writing samples to be collected at the end of year from samples of students.
3. Relate ideas within and between paragraphs using transitional elements and clear reference.	Posttesting only 6 - 65% 7 - 70% 8 - 75%	Collection and evaluation of student writing samples to be evaluated by project staff. Writing samples to be collected at the end of year from samples of students.
4. Writing samples will evidence: A. proper use of pronouns B. agreement of subjects and predicates C. appropriate use of conventional punctuation (? , . !) D. accurate spelling of 90% of appropriate grade level words	Posttesting only by behavior A. 75% all grades B. 65% all grades C. 70% all grades D. 70% all grades	Collection and evaluation of student writing samples to be evaluated by project staff. Writing samples to be collected at the end of year from samples of students.

WRITING OUTCOMES: GRADES 6 through 8 cont.

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
5. In short essay writing he/she will explain generalizations with concrete detail.	Posttesting only 6 - 70% 7 - 75% 8 - 80%	Collection and evaluation of student writing samples to be evaluated by project staff. Writing samples to be collected at the end of year from samples of students.
6. Transcribe by recording events/ activities of a meeting or story in accurate detail.	Posttest only 6 - 70% 7 - 75% 8 - 80%	Rating of student skill by teachers using a project evaluative checklist. *
7. Use reference materials to gather information on a topic, limit the topic for the purpose, select appropriate items, and organize the product logically.	Posttest only 6 - 60% 7 - 70% 8 - 80%	Rating of student skill by teachers using a project evaluative checklist. *
8. Revise, edit and proofread his/ her own writing, making it clear and effective for the reader.	Posttest only 6 - 70% 7 - 75% 8 - 80%	Rating of student skill by teachers using a project evaluative checklist. *

AFFECTIVE OUTCOMES: GRADES K through 8

OBJECTIVE	CRITERION BY GRADE	MEASURING INSTRUMENT
1. As a result of their Project GLAD experience, students will report an increase in their ability to communicate with others.	Pre-posttesting P .10 Grades 4-8 ANOVA using a comparison group	Instrument to be developed by project staff.
2. As a consequence of their GLAD experience, there will be an increase in student self-concept.	Pre-posttesting P .10 Grades 4-8 ANOVA using a comparison group	Piers-Harris Self Concept Scale
3. Students will evidence the ability to undertake independent learning pursuits as a result of participation in the GLAD curriculum.	Posttest only K - 50% 1-4 - 55% 5-6 - 60% 7-8 - 50%	Rating of student behavior by classroom teachers using a project developed checklist. *
4. From experience with Project GLAD, students' behavior will evidence an awareness of the rights and feelings of others.	Posttest only K-6 - 65% 7-8 - 50%	Rating of student behavior by classroom teachers using a project developed checklist. *
5. Having participated in Project GLAD, students will report a favorable attitude toward the method of instruction used in the program.	Posttest only 2-8 - 75%	Project developed survey questionnaire.

CURRICULUM CONTENT

Method

The method and content are closely related in Project GLAD. A student-interaction learning model, as described by James Moffett in his book, A Student-Centered Language Arts Curriculum, is followed to foster communication among students. Small groups of students work together on projects, discussing and planning, as opposed to a traditional model where classroom communication tends to flow only between students and teacher.

Activities are planned to provide students with real reasons to communicate, such as writing "books" for other students to read or developing games for other students to play. Classmates critique and edit their work, providing feedback on how effectively the authors have communicated their ideas. Practical applications of language skills are provided as opposed to exercises from a textbook or writing a composition for the teacher to grade. They are edited and revised until they are "good enough" to share with others.

The fostering of communication skills through concrete experience in content subjects, as social studies and science, provides practice in language skills throughout the curriculum not just during the hour designated for language instruction.

Content

Oral language and concept development form the backbone of communication skills, and accordingly, the backbone of the GLAD curriculum.

Oral language activities stressed are body movement, pantomime, creative dramatics, and small-group discussion.

The thinking skills of classification and seriation aid concept development and reading comprehension. The skills of understanding the main idea, drawing conclusions, making inferences, predicting outcomes and evaluating are practiced, first through listening to the spoken language, then applied to reading.

The use of children's literature is a strong component of the GLAD program. Students listen to stories and poems read by the teacher to enrich their vocabularies and linguistic backgrounds. They discuss and re-enact the stories and then try some creative writing of their own. While an eclectic approach to reading instruction is followed depending upon the child's own learning style (sound-symbol relationships are taught), the language experience approach to reading is always incorporated with other materials.

Attention to students' affective needs is built into the curriculum. A positive self-concept and regard for the feelings of others are fostered through group guidance activities and individual counseling when indicated. A full-time school psychologist works with students, teachers and parents to assist with educational programs for students who have special needs.

A certified speech and language clinician assists children who have special language problems. The scope of the work goes beyond the usual articulation, hearing or voice problems to include students who operate at a low level of language acquisition. The program seeks to build every child's confidence in his ability to communicate effectively.

Materials and Equipment

This program is more dependent upon teacher-made materials and what the teacher does with existing curriculum materials than upon any specific materials and equipment. The following list contains materials that were purchased for the project and were found to be beneficial.

Hardware:

Seal press and laminating film (for each attendance center)

Cassette tape recorders (at least 2 per classroom)

Earphones and jack boxes (several per classroom)

Primary typewriters, large print (1 per attendance center)

Video tape recorder (shared by 4 attendance centers)

Elementary printing press, Ginn & Co. (1 per attendance center)

Instamatic camera (1 per attendance center)

Filmstrip projectors (1 per classroom)

Record players (1 per classroom)

Audiometer

Language Master

Software and Books:

Attribute blocks, Creative Publications, P.O. Box 10328, Palo Alto, Calif. 94303

Peel & Put Pictures, Speech & Language Dev., Communication Skill Builders, Inc., P.O. Box 6081-M, Tucson, Ariz. 85733

U-Film, Do it yourself Filmstrip Kit, Prima Education Products, Hudson Photographic Industries, Irvington-on-Hudson, N.Y. 10533

Sounds of Language Readers, Holt, Rinehart & Winston

Trade books

Professional Books (1 per teacher):

Student-Centered Language Arts Curriculum, Moffett, Houghton-Mifflin

Arbuthnot Anthology of Children's Literature, Scott Foresman

Children and Books, Arbuthnot & Sutherland, Scott, Foresman

Reading Is Only the Tiger's Tail, McCracken, Leswing Press

Game-making supplies:

Poster board, oak tag cards, felt pens, rubber cement

EVALUATION

Dr. John Poggio, Department of Educational Psychology and Research, University of Kansas, served as the project evaluator. Following are excerpts from his report: The method of analysis for the data collected varied as determined by the measure of the objective. In all cases where feasible data were analysed and reported by specific grade level and attendance center. Tests of proportions, means and frequencies were done using tests, ANOVA's and chi square analyses as dictated by the level of measurement of the experimental units. When criterion judgements were to be made, the exact criteria have been specified either as a proportion (percent) of students necessary to achieve the standard or as the x (Alpha) level for statistical significance. In the later case, where possible one-tailed, directional tests were used.

Instruments and testing devices from a number of sources have been chosen. In all cases the major criterion for selection was the validity of the device in relation to project objectives. Instruments (inventories, objective and supply tests, checklists, rating scales, etc.) to be constructed by the project were built and reviewed by project teachers, revised and field tested prior to actual project utilization for the purpose of evaluation. In this way we planned to assemble and build reliable, objective, and valid instruments. Other sources from which instruments were utilized are from the Instructional Objectives Exchange (IOX) of the University of California at Los Angeles, the National Assessment of Educational Progress, (NAEP) and the Metropolitan Achievement Test, Language Arts,

subtest. Instruments from these sources have been chosen because of the instruments, and in some cases, items are in complete congruence with project objectives.

The following data are based on the Metropolitan Achievement Test (1970, Form F) which was administered at the fourth and fifth grade levels at the end of one year of the pilot program. The objective read as follows:

Objective 8: By the end of one year's exposure to Project GLAD students will evidence a distribution of test scores performance equal to or better than that of the national norm on measures of:

A. Word knowledge

B. Language

C. Reading

D. Spelling

In so far as the skills deficit on which funding for the project was based related to the disproportionately poor performance of students in the language arts area, this objective was evaluated in two ways. First the percentile rank scores of students in grades four and five between 1971 and 1975 were grouped into quartile ranges for each of the four language arts subtests on the MAT. These frequencies for a chi square analysis wherein the percentile score performance for the GLAD participants were treated are the observed frequencies. This manipulation is to be considered as a chi square goodness of fit test.

The second analysis conducted for performance on each subtest used expected values of 25 percent as the expected frequency, values that reflect performance at a rate comparable to expected national

normative performance. The observed frequencies were the frequency of percentile rank scores within quartiles achieved by GLAD participants. Thus, a second chi square goodness of fit was calculated. Both modes of analysis tested their respective hypotheses at $x=.05$. Results for fourth and fifth grade students are presented separately.

Results in the tables below present the observed and expected frequencies where the observed frequency is the actual number of fourth grade GLAD students scoring in each quartile and the expected frequency is the hypothesized number of students that should be in each quartile based on the previous five years of testing with each sub-test of the MAT.

Table 1

Fourth Grade Comparison to the Preceding Five Years

		Quartile			
Word Knowledge		0-25	26-50	51-75	76-100
	Observed	10	16	18	24
	Expected	19.92	20.33	14.76	12.92

$x^2 = 16.07$, $p < .01$

Reading		0-25	26-50	51-75	76-100
	Observed	6	23	14	25
	Expected	26.04	20.81	8.91	12.24

$x^2 = 31.86$, $p < .001$

Language		0-25	26-50	51-75	76-100
	Observed	12	24	22	10
	Expected	17.2	20.94	19.04	10.74

$x^2 = 2.53$, $P > .05$

Spelling		0-25	26-50	51-75	76-100
	Observed	10	14	26	18
	Expected	18.63	25.57	16.25	7.55

$x^2 = 29.54$, $p < .01$

Fourth Grade Comparison to National Norms

		Quartile			
Word Knowledge		0-25	26-50	51-75	76-100
	Observed	10	16	18	24
	Expected	17	17	17	17

$x^2 = 5.86$, $p > .05$

Reading		0-25	26-50	51-75	76-100
	Observed	6	23	14	25
	Expected	17	17	17	17

$x^2 = 13.51$, $p < .01$

Language		0-25	26-50	51-75	76-100
	Observed	12	24	22	10
	Expected	17	17	17	17

$x^2 = 8.7$, $p < .05$

Spelling		0-25	26-50	51-75	76-100
	Observed	10	14	26	18
	Expected	17	17	17	17

$x^2 = 8.22$, $p < .05$

Table 2

Fifth Grade Comparison to the Preceding Five Years

		Quartile			
Word Knowledge		0-25	26-50	51-75	76-100
	Observed	14	21	21	19
	Expected	24.5	21-15	14.63	14.63

$x^2 = 8.58$, $p < .05$

Reading		0-25	26-50	51-75	76-100
	Observed	13	22	19	21
	Expected	25.65	20.25	16.95	12.15

$x^2 = 13.08$, $p < .01$

Language		0-25	26-50	51-75	76-100
	Observed	11	16	25	23
	Expected	25.65	18.6	14.93	15.83

$x^2 = 18.75$, $p < .01$

Spelling		0-25	26-50	51-75	76-100
	Observed	8	16	27	24
	Expected	28.35	20.18	15.98	10.43

$x^2 = 40.75$, $p < .001$

Fifth Grade Comparison to National Norms

		Quartile			
Word Knowledge		0-25	26-50	51-75	76-100
	Observed	14	21	21	19
	Expected	18.75	18.75	18.75	18.75

$x^2 = 1.74$, $p > .05$

Reading		0-25	26-50	51-75	76-100
	Observed	13	22	19	21
	Expected	18.75	18.75	18.75	18.75

$x^2 = 2.59$, $p > .05$

Language		0-25	26-50	51-75	76-100
	Observed	11	16	25	23
	Expected	18.75	18.75	18.75	18.75

$x^2 = 6.64$, $p > .05$

Spelling		0-25	26-50	51-75	76-100
	Observed	8	16	27	24
	Expected	18.75	18.75	18.75	18.75

$x^2 = 11.66$, $p < .01$

BIBLIOGRAPHY

Bernthal, Eugenia S., Classroom Practices in Teaching English, National Council of Teachers of English, 1966.

Bundy, Lester L., "Our Current Reading Instruction is Inadequate," The Reading Teacher, May 1974.

Fader, Daniel N. and Elton B. McNeil, Hooked on Books: Program & Proof. New York: Berlkey Publishing Corporation, 1968.*

Furth, Hans G. and Harry Wachs, Thinking Goes to School (Piaget's Theory in Practice). New York: Oxford University Press, 1974*

Gerhard, Christian, Making Sense (Reading Comprehension Improved through Categorizing). Newark, Delaware: International Reading Association, 1975.*

Holt, Michael and Zoltan Dienes, Let's Play Math. New York: Walker and Co., 1973.*

McClelland, Jack, As reported in an article by Paul C. Burns, "Language Arts Research That Should Make a Difference," Elementary English, 1964.

Moffett, James, A Student-Centered Language Arts Curriculum, Boston: Houghton Mifflin Co. 1973.

Moyer, H. O., As reported in an article by Paul C. Burns, "Language Arts Research That Should Make a Difference," Elementary English, 1964.

Nelson, Jerald and Margaret Drennan, "From Theory to Curriculum: Then (And Only Then) Evaluation," ERIC, Ed 054227.

Petty, Walter T. and Roberta J. Starkey, "Oral Language and Personal and Social Development," Elementary English, National Council of Teachers of English.

Stauffer, Russell G., The Language Experience Approach to the Teaching of Reading. New York: Harper & Row, 1970.*

Wilt, Miriam E., "Let's Teach Listening," Creative Ways to Teaching the Language Arts, National Council of Teachers of English.

* Not in original proposal